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ABSTRACT

RESULTS OF A QUESTIONNAIRE SENT TO 260 BRITISH COLLEGES ARE COMPILED. RESEARCHERS WERE INTERESTED IN--(1) THE PATTERN OF RESIDENTIAL FACILITIES, (2) THE POLICY FOR THE SELECTION OF STUDENTS TO RESIDE, (3) THE AVAILABILITY OF HOUSING TO STUDENTS, (4) THE RESPONSIBILITY OF THE INSTITUTION FOR STUDENT BEHAVIOR, AND (5) FUTURE PLANS. TWO FORMS OF THE QUESTIONNAIRE WERE USED, ONE FOR COLLEGES AND ONE FOR UNIVERSITIES, WITH A RESPONSE OF 917. THE DATA WAS CODED INTO 21 CATEGORIES ACCORDING TO THREE TYPES OF INSTITUTIONS--(1) UNIVERSITIES, (2) REGIONAL COLLEGES, AND (3) COLLEGES OF EDUCATION. THE AUTHORS CONCLUDED THAT THE RESULTS ONLY REFLECTED STATED POLICIES, AND MIGHT NOT REFLECT THE TRUE IMPLEMENTATION OF THE POLICY, BUT THAT IT PROVIDED A GOOD BACKGROUND STUDY FOR FUTURE RESEARCH. (RS)

ED036101

STUDENT RESIDENCE: POLICIES, PROVISION AND REGULATIONS

Joan Brothers and Michael Kendall

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and
Research Unit
for Student Problem

Department of Higher Education (University of London Institute of Education) formerly The Centre for the Study of Educational Policies, was set up early in the session of 1965-66 under the direction of Professor W.R. Niblett. Its concern is to study the purposes and assumptions which lie behind different educational policies as well as to study the policies themselves. The Joseph Rowntree Memorial Trust is giving support to one of the projects in the Centre, a three-year investigation into Student Residence.

The Student Residence Project has as its main aim the consideration of the different purposes for which residence is provided, and the examination of the various forms of organisation in residential accommodation in relation to these purposes.

Research Officers: Dr. Joan Brothers and Stephen Hatch.

The Research Unit for Student Problems (University of London) was set up in 1960 under the direction of Dr. Nicolas Malleson, to study various aspects of higher education. It has published work on wastage, the follow-up of unsuccessful students, and the study methods of medical students, as well as a bibliography on research into higher education. More recently it has become interested in student residence, and its significance for student life.

Research Officer: Michael Kendall.

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STUDENT RESIDENCE:

POLICIES, PROVISION AND REGULATIONS

Report on a Survey of Universities, Colleges of Education and Colleges of Technology in the U.K.

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Student Residence: Policies, Provision and Regulations

What is the pattern of residential provision in higher education in Britain today? What kinds of policy determine which students shall be selected for places in residence? Under what conditions are residential places made available to students? How far do institutions of higher education consider themselves responsible for student behaviour, and what practical steps do they take to express their views? What new plans are afoot and what special difficulties in finding accommodation face institutions of higher education at the present time?

It was with these questions in mind that a study of the provision of student residence in higher education was recently mounted as a joint project by two research units in the University of London - the Research Unit for Student Problems, and the Student Residence Project at the Centre for the Study of Education Policies in the Institute of Education. One of the purposes of this survey was to provide background material for more intensive enquiries into the place of residence in higher education which the Student Residence Project is carrying out. As well as raising basic issues about the purposes of higher education itself, student residence now confronts institutions of higher education with difficult practical problems, and both units shared an interest in collecting up-to-date information on residential provision and policies.

A questionnaire (in two forms, for universities and for colleges) was sent out at the beginning of January, 1967 to the Registrars, Lodgings Officers or College Principals at the 260 institutions comprising the universities, colleges of education and regional technical colleges of the United Kingdom. (The Technological Universities - former colleges of Advanced Technology - were of course included with the universities. The colleges of the University of Wales were each sent individual questionnaires, and counted separately.) Respondents were asked to provide, in as much detail as they could, statistics of the numbers of their students in the various kinds of accommodation during the current academic year (1966-7), and to say something about their policies and regulations concerning student residence.

Official statistics on student accommodation are published by the Department of Education and Science and the University Grants Committee. The figures presented below are all derived from our own questionnaires, for the sake of consistency, and refer only to those institutions which replied. (They also refer, on the whole, to that part of the student population on undergraduate and other non-advanced courses.)

The two research units were interested to know how far members of the academic staff were associated with residential accommodation and whether universities considered that hall wardens should be members of the teaching staff. We were concerned with discovering how far the universities, regional colleges and colleges of education had formulated policies concerning which students should be required or permitted to occupy particular forms of accommodation, and how far they considered it necessary to require the keeping

of regulations of certain kinds while students are at university or college.*

We also asked if there were any difficulties in finding suitable accommodation for students, and whether any special solutions had been found to problems of housing students, such as the provision of student flatlets.

After two reminders had been sent to those who were slow in replying to the initial request, the final response rate, including partial replies, amounted to 91%. The material from the survey was coded, put onto cards and tabulated, and the results follow below.

1. The Response.

48 universities replied, out of a total of 49. Of 182 colleges of education, 163 replied. 25 polytechnics replied, out of 29.

2. Sex-ratio.

The universities have a larger proportion of men than women students (this is especially true of the technological universities); in six, women formed less than 10% of the student population.

The regional colleges of technology are all predominantly male, with the exception of one Scottish college; in the majority of cases, less than 20% of the students were women.

The colleges of education present a different picture. Taking the 150 colleges (other than day colleges) which replied, a little under a third of the colleges are single-sex, the great majority of these being for women. Of the mixed colleges, there are almost four times as many where the dominant sex is female as the opposite.

Table 1. Colleges of Education (other than day colleges)

Single-sex	Male	4
	Female	40
Mixed	Male predominant	22
	Female predominant	84
		150

* The Student Residence Project will shortly be investigating in greater depth the question of how far institutions of higher education consider they are responsible for the behaviour of students in residence. This preliminary enquiry has given us some material on which to base further research.

In addition to the 44 single-sex colleges, there are another 31 colleges where the predominant sex makes up at least 90% of the total. Thus half the colleges are either single-sex or have at least 90% of their students of one sex. Only a small minority of colleges have anything near a balanced sex-ratio. It should be remembered that many developments have taken place in colleges of education, and that many of the formerly single sex colleges have recently become co-educational, and we can perhaps expect the sex-ratio to become rather more evenly balanced in a few years. At the moment the men in predominantly female colleges are often mature students living in their own homes.

Of the 13 day-colleges which replied, however, half have a fairly balanced sex-ratio, (i.e. between 50:50 and 40:60).

Table 2. Distribution of Proportions of the Predominant Sex

Proportion of Predominant Sex	Type of Institution: Universities (Undergraduates)	Regional Colleges	Colleges of Education	Day Colleges of Education
50% and under 60%	8	1	12	6
60% and under 70%	18	-	30	-
70% and under 80%	10	3	15	3
80% and under 90%	6	9	14	1
90% and under 100%	6	11	31	-
100%	-	-	44	-
Uncodable	-	1	4	3
	48	25	150	13

3. Size.

Less than a third of the universities are large (i.e. with over 4000 students) and a similar number are small (fewer than 1300 students). The latter, however, include some recently founded institutions which are ultimately intended to become large universities.. The largest group of regional colleges have 600-1000 students. Most of the colleges of education are relatively small, some 40% of them having under 500 students. As for the day colleges of education, half of them have less than 350 students and none more than 650.

Table 3. The Size of Universities and Colleges

Universities			Regional Colleges (Polytechnics)	
Under 1300 students	13)	under-graduates	Under 600 students	7
1300 and under 4000	21)		600 and under 1000	11
4000 and above	14)		1000 and above	7
	48			25

Colleges of Education			Day Colleges of Education	
Under 200	7)		Under 200	2
200 and under 350	27)	40.0%	200 and under 350	5
350 and under 500	26)		350 and under 500	4
500 and under 650	40		500 and under 650	2
650 and under 800	26			13
800 and under 950	9			
950 and above	15			
	150			

4. Students living at home.

16 of the universities had under 5% of their students living at home, while only one had over 40%. In contrast, a high proportion of the students at regional colleges of technology were living at home. Most of these colleges had at least 20% of their students living at home, and a quarter of the colleges had more than 50% at home. But again, only a minority of students in colleges of education lived at home, and in 42% of the colleges, not more than 15% of the students were at home.

Table 4. Proportion of Students at Home

	Universities		Colleges of Education	
	Undergrads. only	Postgrads. included		
Under 5%	16	2	20	13.3%
5% and under 15%	7	5	42	28.0%
15% and under 25%	4	2	43	
25% and under 40%	7	-	26	
40% and above	1	2	9	
Uncodable	2	-	10	
	48		150	

Regional Colleges	
Under 20%	3
20% and under 50%	8
50% and above	7
Uncodable	7
	25

5. Students living in Colleges* and Halls.

Table 5. Proportion of Students in Colleges and Halls

	Universities		Regional Colleges	Colleges of Education
	Undergrads. only	Postgrads. included		
None	2	-	13	4
Under 20%	6	2	9	7
20% and under 40%	10	5	2	24
40% and under 50%	5	1	-	35
50% and under 60%	2	1	-	31
60% and under 70%	3	2	-	29
70% and above	8	-	-	18
Uncodable	1	-	1	2
	48		25	150

Roughly half the universities had less than 40% of their students in hall, the other half had more. Only a small proportion of the students at the regional colleges of technology were in residence. No college had more than 40% in residence, while 52% had no hall or hostel accommodation at all. As for the colleges of education, nearly one-third of them had at least 60% of their students in hall, while very few colleges had less than one fifth.

* Colleges of Education usually describe their students as 'resident' or 'day'. Day students are presumed to be living 'at home', or at any rate are regarded as responsible for their own accommodation. Resident students are spoken of as either 'living in' or 'living out'. The former are actually accommodated in college, the latter are in approved lodgings where the rent is generally paid to the landlady by the college, and the students are subject to similar regulations to those for students who are 'living in'. In this survey we have restricted the category of 'resident' students to those who are actually living in college.

6. Students living in Flats and Lodgings.

Table 6. Proportion of Students in Flats and Lodgings

	Universities		Regional Colleges	Colleges of Education
	Undergrads. only	Postgrads. included		
Under 10%	1	-	-	13
10% and under 20%	2	-	1	24
20% and under 30%	7	1	1	40
30% and under 40%	3	4	2	28
40% and under 50%	8	1	4	24
50% and above	14	5	10	14
Uncodable	2	-	7	7
	48		25	150

Over half the universities had 40% or more of their students in flats and lodgings. 7 of the regional colleges were unable to say whether their non-resident students lived in lodgings or at home. Of those who could, the great majority had at least 40% of their students in flats and lodgings. Roughly half the colleges of education had a third or less of their students in lodgings or flats; however, only 14 colleges had 50% or more of their students in such accommodation.

7. The L.E.A. and Voluntary Colleges of Education.

What differences of size, sex ratio and residential provision are there between L.E.A. and voluntary colleges of education?

Table 7. L.E.A. and Voluntary Colleges of Education: Size
(excluding the day colleges)

	Colleges of Education		
	L.E.A.	Voluntary	Total
Less than 200 students	7	-	7
200 - 349	25	2	27
350 - 499	13	13	26
500 - 649	23	17	40
650 - 799	17	9	26
800 - 949	9	-	9
950 and above	13	2	15
	107	43	150

On the whole, the voluntary colleges are middling in size; there is a larger proportion of L.E.A. colleges which are either very small or relatively large.

8. Sex Ratio in L.E.A. and Voluntary Colleges

Table 8. L.E.A. and Voluntary Colleges of Education: Sex Ratio
(excluding day colleges)

Proportion of Dominant Sex	Colleges of Education		
	L.E.A.	Voluntary	Total
50% and under 60%	6	6	12
60% and under 70%	24	6	30
70% and under 80%	15	-	15
80% and under 90%	11	3	14
90% and under 100%	13	18	31
100%	34	10	44
Uncodable	4	-	4
	107	43	150

In nearly two-thirds of the voluntary colleges 90% or more of the students are of the predominant sex.

9. Proportion of Students in Hall in L.E.A. and Voluntary Colleges of Education.

Table 9. L.E.A. and Voluntary Colleges of Education: Proportion of Students in Hall
(excluding day colleges)

Proportion in college/hall	Colleges of Education		
	L.E.A.	Voluntary	Total
None	4	-	4
Less than 20%	7	-	7
20% and under 40%	19	5	24
40% and under 50%	19	16	35
50% and under 60%	22	9	31
60% and under 70%	18	11	29
70% and above	18	2	20
	107	43	150

The L.E.A. colleges show a greater range, that is, there is a higher proportion of colleges with many or few students in hall, as compared with the voluntary colleges.

10. Wardens' Teaching Duties.

The University Grants Committee Sub-Committee on Halls of Residence* emphasised that 'the lynch-pin of the whole residential system is the warden', (p. 22). After considering the relative advantages of the full-time professional warden and the warden who is at the same time a member of the teaching staff, the Report decided that the latter is more desirable: "...since it is fundamental to the purpose of a university that there should be no divorce of its social from its intellectual life, we should regret any development tending to create a corps of personnel devoted to students' welfare, quite distinct from, and perhaps little regarded by, the body of academic teachers." (pp. 24-25).

What is the actual position in British universities today?

In the universities with halls (45 out of the 48 replying) the tendency was in fact for wardens to have teaching duties.

Table 10. Hall Wardens with Teaching Duties

	Universities
No wardens with teaching duties	8
Some wardens with teaching duties	16
All wardens with teaching duties	22
Uncodable	2
	48

11. Association of Academic Staff with Residential Accommodation.

Only two of the universities make no provision at all for associating members of the academic staff with the halls. In 36 of the universities at least some members of the teaching staff are resident,and usually act as tutors. Residence, however, does not always involve responsibility, even in a general way, for students; e.g. at Essex four staff flats with independent tenancies are incorporated into each tower.

Seven of the regional colleges have resident staff, but more than twice as many have no provision at all for associating members of the teaching body with student residence. (It must be remembered that more than half of the colleges have no residential accommodation.)

Three-quarters of the colleges of education associate their academic staff in some way with their residential accommodation.

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* London, H.M.S.O., 1957.

Table 11. Association of Academic Staff with Residential Accommodation

	Universities	Regional Colleges	Colleges of Education
Association exists:			
1. Some resident staff	36	7	111
2. No resident staff	7	1	12
Association does not exist:			
No staff associated (or, no residential accommodation)	2	15	14
Uncodable	3	2	13
	48	25	150

12. Selection of Students for Residence

19 of the universities have a general policy of some kind concerning the selection of students for places in university residences, usually taking the form of giving preference to particular years or groups of students, such as first year or overseas students.

Table 12. Selection of Students for Residence

	Universities
University policy	20
Selection left to wardens	24
Uncodable	4
	48

13. Formal Meals

Where the universities provide residential accommodation, the majority of halls have formal dinner at least once a week.

In the other institutions this is by no means the case. Thus, in the regional colleges (bearing in mind 52% have no residence at all) only five have formal dinner, and only a third of the colleges of education have formal meals. This does not of course always reflect the wishes of principals; often reasons of space and staffing override what is thought to be desirable, and some colleges which have expanded rapidly have had to abandon previous arrangements.

Table 13. Formal Meals

	Universities	Regional Colleges	Colleges of Education
No halls with formal meals	7	5	82
Some halls with formal meals	12	5	1
All halls with formal meals	25	-	53
Uncodable	2	2	10
Not applicable - no halls	2	13	4
	48	25	150

14. Placing of Students in Different Forms of Accommodation.

More than half of the universities have no general policy about the placing of students in different forms of accommodation. Nineteen did have some general policy, usually requiring all first year students or those under 21, to live in hall or lodgings, and not flats.

Rather more than half of the regional colleges replying to our questionnaire have no general policy relating to accommodation.

Three quarters of the colleges of education report that they have a policy on placing students in different kinds of accommodation.

Table 14. Placing of Students in Different Forms of Accommodation

	Universities	Regional Colleges	Colleges of Education
No general policy	25	15	26
Some general policy	19	9	115
Uncodable	4	1	9
	48	25	150

15. Approved Accommodation

Indications of the extent to which universities and colleges are prepared to allow students to take responsibility for themselves can be found in whether or not students are required to live in approved accommodation and how far the conduct of students living in accommodation outside the direct control of the university is subject to regulations (concerning visitors, the time students should be in at night etc.,) of the kind required in many halls.

Twelve universities insist that all undergraduate students must live in lodgings which are approved, while as many make no rule. More commonly, (about half of those replying), there are regulations concerning some students,

usually those in their first year, those under the age of 21, and women students.

Nearly half of the regional colleges make no regulations concerning approved lodgings, and only one insists that all students should live in such accommodation. The remainder try to control the accommodation of women or first year students only.

As many as half the colleges of education require all their students who are not in residence to live in approved accommodation and just under a third require some (but not all) of their students to live in such accommodation.

Table 15. Rules on Approved Accommodation

	Universities	Regional Colleges	Colleges of Education
No rule	11	14	15
Some students must live in approved accommodation	23	9	47
All students must live in approved accommodation	12	1	75
Uncodable	2	1	13
	48	25	150

16. Distance from University or College

Those universities and colleges which insist that students should reside within a certain distance of the university or college are in the minority. As one university lodgings officer put it, "If we restricted the area, we would never find enough lodgings."

Table 16. Distance from University or College

	Universities	Regional Colleges	Colleges of Education
With such a rule	10	2	25
Without such a rule	38	23	125
	48	25	150

17. Self-catering Accommodation

5 universities do not permit any of their undergraduates to live in flats where they cater for themselves, while more than twice as many (12) allow all students to do this. More usually (29 universities) some students are allowed to do this, depending on their age, sex and year of study as a rule. The more recently established universities seem to permit self-catering

accommodation somewhat more freely than the older ones.

In the case of the regional colleges,on the other hand, more than half of those replying allow all students to live in flats where they cater for themselves.

Very few colleges of education allow all their students to take such accommodation. Just over a quarter of those replying do not permit this at all.

Table 17. Self-Catering Accommodation

	Universities	Regional Colleges	Colleges of Education
Not permitted	5	-	41
Some students are permitted	29	9	88
All students are permitted	12	15	9
Uncodable	2	1	12
	48	25	150

18. Resident Landlords

Of the universities which allow students to live in self-catering accommodation, the majority (32) do not insist that the landlord should live on the premises. 5 insist that some of their students may only live in flats when the landlord is resident, while 4 universities make this a condition for all students taking self-catering flats.

Only one regional college specifies that all students who live in flats or bedsitters must have a resident landlord.

As for the colleges of education, where this kind of accommodation is permitted at all, it is not usually made a condition that there should be a resident landlord.

Table 18. Resident Landlords

	Universities	Regional Colleges	Colleges of Education
	... Permitting self-catering accommodation ...		
All must have a resident landlord	4	1	7
Some must have a resident landlord	5	-	4
No rule	32	23	79
Uncodable	-	-	7
	41	24	97

19. Time in at Night in Lodgings

The majority of universities do not have rules concerning the times by which students must be in their lodgings at night, but it may be made clear to students that they are expected to let their landladies know if they are returning very late. The older universities appear to be more restrictive on this issue than the newer ones.

No regional college has a regulation determining the time which students in lodgings have to be in at night. In the colleges of education, on the other hand, more than 60% require their students to be back in their lodgings by a fixed time.

Table 19. Time in at Night in Lodgings

	Universities	Regional Colleges	Colleges of Education
Rule for some students	4	-	4
Rule for all students	7	-	92
No rule	37	24	40
Uncodable	-	1	14
	48	25	150

20. Permission for late leave from Lodgings

In some colleges of education, permission to stay out later than the usual time is obtained from the landlady; in some colleges, too, students must return by a specified time even when late leave is granted. In some cases, there is a restriction in the frequency with which late leave is granted.

Table 20. Permission for late leave from Lodgings*

	Universities	Regional Colleges	Colleges of Education
Obtained from landlady	7	-	29
Restrictions of frequency	3	-	17
Time laid down for return	3	-	34

* These figures only apply to colleges, universities, etc. which have a rule that students must be in at night by a certain time.

21. Visiting Hours in Lodgings

10 universities make some regulation determining the times during which visitors are allowed in students' lodgings.

None of the regional colleges make any regulation on this point.

In somewhat over half of the colleges of education there are no rules restricting the visiting hours for students in lodgings. With one exception where no visitors are permitted, the remainder place some restrictions on visiting.

Table 21. Visiting Hours in Lodgings

	Universities	Regional Colleges	Colleges of Education
Rule: 1) Visitors Allowed	11	-	68
2) Visitors not allowed	-	-	1
No rule	37	25	81
	48	25	150

22. General Hall Regulations

Nearly half of the universities replying (21) make some general regulations which apply to all halls. The remainder leave matters concerning visiting hours, etc., entirely to the discretion of individual wardens.

Table 22. General Hall Regulations

Some university regulations	21
No university regulations	27
	48

Of the second group 22 mention that this is a hall matter, rather than one for the university.

23. Time in Halls at Night

19 of the universities with halls make some rule about when students should be in at night; of these 13 require that all students should be in by a particular time.

Of the regional colleges with halls (11), 7 have no rules about students being in at night. 3 have a rule that all must be in by a certain time.

As many as three-quarters of the colleges of education state that all students should be in at night by a certain time.

Table 23. Time in Halls at Night

	Universities	Regional Colleges	Colleges of Education
1. Some rule about a time			
a) Applies to all in hall	13	3	117
b) Applies to some in hall	5	-	6
2. No rule about a time			
a) No rule	24	6	14
b) Uncoded	3	3	9
Those with no halls	3	13	4
	48	25	150

24. Visitors in Halls

More than half of the universities have rules concerning visitors; guests in such cases are always allowed but the time of their visiting is regulated. The remainder do not make any rules of this kind.

Seven of the twelve regional colleges of technology with halls have rules about visiting hours.

As for the colleges of education, in the great majority of cases (over 86%) there are rules concerning visiting hours.

Table 24. Visitors in Halls

	Universities	Regional Colleges	Colleges of Education
1. Some rule			
a) Visitors allowed	26	7	130
b) Visitors not allowed	-	-	-
2. No rules made (or, no halls)	22	5	20
	48	12	150

25. Weekend Leave

More than half of the universities (27) do not require that students who wish to be away for a weekend should seek permission (though it may

be a requirement to notify one's tutor and to leave an address in case of accident).

14 universities insist that all students should see their tutors or the warden to seek exeats, while in 5 cases some students must seek permission.

Only 3 regional colleges of technology make any regulation concerning weekend leave.

In the colleges of education, less than half of the students are required to ask permission for weekend leave.

Table 25. Weekend Leave

	Universities	Regional Colleges	Colleges of Education
1. Some permission required			
a) All must seek it	15	2	58
b) Some must seek it	5	1	5
2. No permission required			
a) None required	27	21	77
b) Uncoded	1	1	10
	48	25	150

26. Postgraduates.

On the whole, this survey is concerned with undergraduate rather than postgraduate students. (Nevertheless, as we have seen, quite a number of the universities did not seem to keep separate statistics for the numbers of undergraduates and postgraduates in the different kinds of residence, and presented a combined figure.) The universities, however, were asked to comment on the position of postgraduate students in relation to the various regulations affecting residence. The great majority of them did not refer to any special provision or regulations for postgraduate students. As one university commented:

> "When they live in a university residence they are expected to observe the same rules as the other residents, as the rules have been designed to meet 'social' rather than 'regulatory' needs."

27. General Comments.

We asked all respondents for general comments on the lodgings situation as it affected their students, and for any plans they might have for dealing with the accommodation problem in the near future. This was an open-ended question, and in coding it we tried to distinguish (i) colleges which had new residential buildings actually under construction or in an advanced stage of planning, as opposed to merely expressing the need or hope for such buildings, (ii) colleges

which said that they had some difficulty or on the other hand no difficulty with lodgings, as opposed to those colleges which made no comment or hedged their statements with qualifications. Admittedly there was some measure of arbitrariness in this.

Bearing the above remarks in mind, we can say that 16 of the universities appeared to be having particular difficulty in obtaining lodgings,* overseas students being a special problem. 4 said they had as yet no difficulties in obtaining lodgings. 15 of the universities were in the process of building new accommodation.

Ten out of the 25 regional colleges of technology appeared to be having some difficulty with lodgings, compared with two which had no difficulty. 7 had new residential buildings in progress. Problems over accommodation were especially acute in the London area, and where colleges had to compete with industry, and with other institutions of higher education in the area. Again, overseas students were mentioned by a few colleges as encountering special problems, especially coloured students.

The following comments came from two colleges in different parts of Greater London.

> "The general situation shows a progressive deterioration, due in part to the yearly increase in the number of students who have no option but to live in lodgings during the college year. There is no short-term solution to the problem; it is hoped that personal contact and written appeals may produce new addresses of the type suitable for student accommodation."

> "There is no sign that the lodgings situation will do anything but become worse and it already puts on a number of students strain and difficulties which must militate against their well-being."

On the face of it, the colleges of education may be having less difficulty than the universities and polytechnics in finding accommodation. More seemed to be having no difficulty (31) than difficulty (14) in finding lodgings. 13 had new residential buildings in progress. One reason why the colleges of education appeared to find it easier to obtain lodgings may be in the fact that the smaller, long-established institutions have built up good relations with local people and keep the same landladies from year to year.

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* Similar difficulties were also described by the Association of University Lodgings Wardens and Officers at their Annual Meeting in 1967. The lodgings officers of all colleges in the London area drew attention at their meeting to the very great problems which they encounter. See also Michael Kendall's study, Student Residence in Greater London, (Research Unit for Student Problems, Sept. 1967).

Some contrasting comments were as follows:

"At the moment there are no difficulties in getting lodgings; College of Education personnel are more popular with landladies than undergraduates'."

"St - - -'s College has no difficulty in obtaining lodgings."

"Lodgings are a nightmare because of competition with the University and other colleges. This is a 'good residential area' where people do not need the money. If they come upon hard times, then they tend to be mean with students. Neighbouring council accommodation tends to be too small. As we are not allowed money for a new hostel probably flats are the answer but there is no official plan at present."

Some universities and colleges are experimenting with alternatives to traditional halls of residence. In order to find out how widespread this is, they were asked whether they had any special forms of accommodation, e.g. student flatlet houses or special arrangements with private guest-houses.

26 of the universities mentioned special forms of accommodation of both the above kinds. Some of the universities had bought houses for conversion into student flats or bedsitters, sometimes for all students and sometimes for postgraduates or married students. Student opinion seems to be increasingly in favour of such schemes.

Five of the regional colleges mentioned special forms of accommodation. These were local guest houses with which the colleges had come to an arrangement.

Just over one-sixth of the colleges of education (26) had some unusual form of accommodation:

According to one college:

"The Governors have this year rented a small house within 5 mins. walking distance from College. It counts as a college hostel, and is under the supervision of one of the lodgings officers, though she does not reside there. It is occupied by five third year students of good moral calibre who volunteered. Inevitably they have obtained certain extra responsibilities and privileges."

Our survey has shown something of the ways in which universities, regional colleges of technology and colleges of education differ from each other in their policies and regulations concerning student residence. These differences must, of course, be understood in the light of the different histories and traditions of these institutions.

The colleges of education have tended to assume a considerable degree of responsibility for the provision and supervision of residential accommodation. Not only do they have a relatively high proportion of their students actually resident in college, but lodgings tend to be associated with the college and independent bedsitters and flats are often not permitted. In contrast the regional colleges cater for a high proportion of home-resident students, and half of them have no hall or hostel accommodation. On the whole, they also have fewer rules about e.g. permitted types of accommodation, visiting hours and late leave. The universities do not restrict their students to approved accommodation to the same extent as do the colleges of education, nor do they regulate their activities to the same degree. The regional colleges tend to make even fewer requirements.

The limitations of the present survey are clear. In addition to collecting certain basic statistics we have asked what the official policies of the various institutions are on a number of issues relating to residence. But we do not know, for example, how strictly regulations are enforced, nor do we know the effects on student life of the different policies. Answers to questions of this kind will have to await further and deeper enquiries, for which we have aimed at providing a general background.

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